DOCUMENT RESUME

ED 040 915 95 SO 000 158

AUTHOR	Goldstein, Herbert
TITLE	Evaluation Summary for Phase 3: Recognizing Dependence.
INSTITUTION	Yeshiva Univ., New York, N.Y. Dept. of Special Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
BUREAU NO	BR-6-1368
PUB DATE	69
CONTRACT	OEC-32-42-1700-6018
NOTE	115p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.85
DESCRIPTORS	*Course Content, Curriculum Development, *Curriculum Evaluation, Data Collection, *Educable Mentally Handicapped, Experimental Curriculum, Pilot Projects, Socialization, Special Education, *Statistical Data, *Teaching Procedures
IDENTIFIERS	SLC, *Social Learning Curriculum

ABSTRACT

The evaluation of Phase 3 consists of quantitative ratings and qualitative comments collected and presented in the same manner as the data in the evaluation of Phase 2 (SO 000 157). In this case, however, only 100 Evaluation Booklets were returned. SO 000 138, SO 000 139, SO 000 140, SO 000 141, and SO 000 156 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

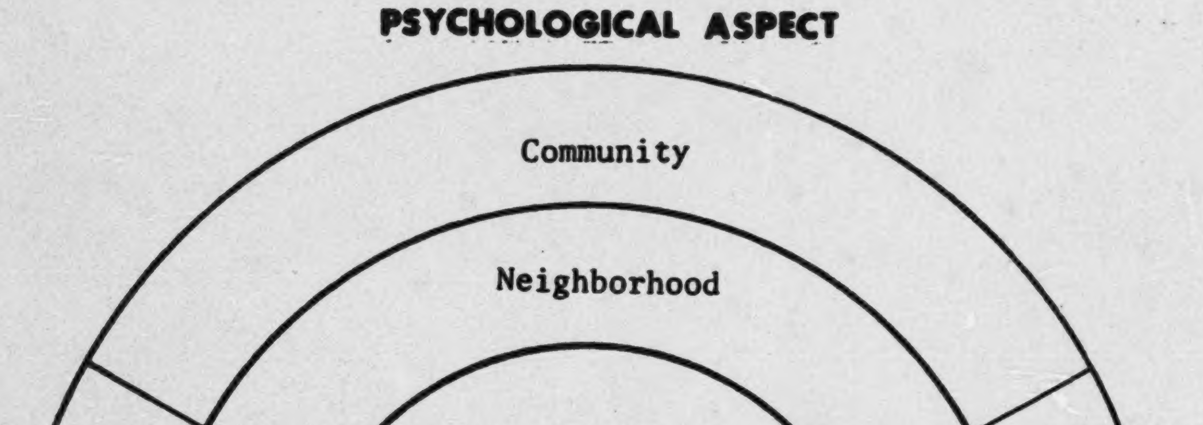
ED0 40915

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY HERBERT GOLDSTEIN TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EVALUATION SUMMARY OF PHASE 3:

RECOGNIZING DEPENDENCE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.


PSYCHOLOGICAL ASPECT
Community
Neighborhood
Home & Family
Self
Self
Home & Family
Neighborhood
Community
Home & Family
Neighborhood
Community
SOCIAL ASPECT
PHYSICAL ASPECT

SO 000 158

Social Learning Curriculum
F.G.S. Yeshiva University, New York, N.Y.
Herbert Goldstein, Director

Social Learning Curriculum:

Herbert Goldstein, Director
L. Jay Lev, Administrative Assistant

Development Staff:

Warren Heiss, Development Coordinator
Sarah Oelberg, Senior Developer
George Mischio, Senior Developer
Patricia Charmoy, Development Assistant
Mary Byrne, Development Assistant
Caroline Cordts, Editor

Research Staff:

Gerald Melnick, Evaluation Coordinator
Karl J. Skaarbrevik, Research Intern
Susan Freedland, Graduate Assistant
Michael Edelstein, Graduate Assistant
Roger Drazen, Graduate Assistant

Field Coordination Staff:

Marjorie T. Fratkin, Field Coordinator
Linda Mayers, Graduate Assistant

Media Staff:

Louis R. Clerico, Media Specialist
Margaret Ballan, Media Assistant

Curriculum Research and Development Center in Mental Retardation
Department of Special Education
Ferkauf Graduate School of Humanities and Social Sciences
Yeshiva University
55 Fifth Avenue
New York, New York 10003

The development of this Curriculum is supported by the U. S. Office of Education Bureau for the Education of the Handicapped (HEW)
Project Number 6-1368

ED040915

TABLE OF CONTENTS

I. INTRODUCTION . . . .

II. INTRODUCTION TO PHASE 3. 1

III. MASS ABSTRACTION 6

IV. DIFFERENTIATING ABSTRACTION 1 8

V. DIFFERENTIATING ABSTRACTION 2 61

VI. INTEGRATING ABSTRACTION. 78

VII. RECORD CHART, RESOURCE MATERIALS AND INSTRUCTIONAL AID 82

VIII. OVERALL EVALUATION 86

IX. FINAL SUMMARY AND REMARKS. 107

I. INTRODUCTION

Phase 3: Recognizing Dependence was distributed to field-test teachers in February 1969. The suggested date for closing the evaluation was June 23, 1969. Since June is the end of the school year, teachers were asked to return their evaluations regardless of whether they had completed teaching the Phase.

Table 1 indicates the number of returned evaluations from each field-test site for the first three Phases. Of the 96 evaluation booklets returned for Phase 3, three contained no evaluation at all. Seven additional evaluations from field-test sites following a different evaluation schedule from the sites listed in Table 1 were added to the present summary. (Two from Kansas, two from Idaho, two from Michigan, and one from Florida.) Therefore, the summary is based upon an n of 100 evaluations.

TABLE 1

NUMBER OF EVALUATION BOOKLETS RETURNED

TEST SITE	PHASE A	PHASE B	PHASE 3
NEW JERSEY	7	3	1
NEW YORK CITY	9	8	14
BUFFALO, N. Y.	16	11	8
SPENCERPORT, N. Y.	12	5	4
SYRACUSE, N. Y.	19	17	10
BINGHAMTON, N. Y.	13	10	6
ALBANY, N. Y.	20	14	11
MT. VERNON, N. Y.	17	10	4
CONNECTICUT	9	6	3
RHODE ISLAND	7	5	5
MASSACHUSETTS	3	3	2
PENNSYLVANNIA	8	8	8
KANSAS			2
IOWA			10
UTAH			7
ALASKA			
TAMPA, FLORIDA			1
IDAHO			2
MICHIGAN			2
TOTAL			100

Table 1 indicates a sequential effect on the number of evaluations returned. This type of sequential effect is to be expected. Teachers who did not use, or evaluate earlier Phases probably had little motivation to procede with the curriculum and were not likely to participate in field testing additional Phases. Also, the number of teachers who cannot finish the evaluation in time to return it before the expiration of the evaluation period would be expected to increase from Phase to Phase (since teachers who were originally slow would fall further and further behind on each succeeding Phase).

Several teachers wrote to the Center indicating that they were unable to complete the Phase 3 evaluation either because of the amount of time necessary to teach Phase 3, or because they started Phase 3 too late. It is evident that some teachers had difficulty arranging their instructional periods. The pace at which Phases were taught differed substantially among the field-test teachers. This may be due to the variability of the children, or the lack of guidelines for teachers to follow.

The evaluation sheets for Phase 3 were distributed in a separate Evaluation Booklet which was distributed along with the Phase. This booklet provided evaluation sheets referring to specific sections of the Phase. Each evaluation sheet was divided into two parts. The top part of the page was for the purpose of rating whether the teacher had strong positive, or strong negative feelings about the various aspects of the Phase. Teachers were asked to indicate these feelings along the dimensions: Helpful, Appropriate, Useable, Clear, Manageable and Complete. A rating of (+) was used to indicate strong agreement, a rating of (-) was used to indicate strong disagreement and (0) or blank to indicate no strong feeling in either direction. The remainder of the page was for the purpose of commenting on each (+) or (-) rating, or any other comments or suggestions the teachers wished to make. Teachers were advised that they need not comment on every section, but only those sections which they thought ought to be improved or revised. Teachers were also asked to keep a record of the amount of class time and the number of weeks spent teaching the Phase.

The teacher ratings are summarized in the Quantitative Rating Scores. These scores were derived by assigning each (+) rating a value of 1, each (0) or blank rating a value of 0 and each (-) rating a value of -1. The minus scores were then subtracted from the plus scores to yield the Quantitative Rating Score. The rating scores will not always equal the sum of the positive and negative comments since teachers sometimes gave quantitative ratings without qualitative comments and sometimes gave qualitative comments without quantitative ratings.

The scores can be used in two ways. First, they provide an estimation of the degree of positive or negative feelings along the various dimensions studied. Sections with negative scores should be carefully studied in respect to the qualitative data. Second, the rating scores can be used to study the correlation between the teachers' reaction to the curriculum and demographic characteristics of the teachers and their students. Due to limitations of time and space, further analysis using the rating scores will be carried out in response to specific requests by the curriculum developers.

Some caution must be exercised in interpreting scores from the latter sections of the evaluation. Since teachers were asked to return their evaluations regardless of whether they had completed teaching the Phase, there may be a decline in the number of ratings in the latter half of the report due to fewer teachers having taught these sections of the Phase.

The treatment and presentation of the qualitative comments follows the pattern of the previous evaluation summaries. The teachers' comments are tabulated and presented for each section of the Phase. These comments are grouped into three categories: Positive, Negative and Suggestions. The comments may be used to further define the meaning of the quantitative scores, or they may be scanned for ideas which are relatively unique but have important implications for the application of the Phase. At the end of the Evaluation Summary, some of the general trends which appear in the evaluation are discussed.

II. INTRODUCTION TO PHASE 3

INTRODUCTORY STATEMENT AND RATIONALE FOR CONTENT (p. 2)

COMMENTS

POSITIVE	No. of Teachers
1. This section is accurate and helpful.	9
2. The goals are important, challenging and appropriate.	4
3. I agree with the rationale.	2
NEGATIVE	
1. I disagree with the rationale, e.g. Paragraph 1.	1
2. The children are too dependent-rather than independent.	1
3. Many of the children from poverty homes are extremely independent.	1

SUGGESTIONS

None.

BACKGROUND INFORMATION (p. 3)

COMMENTS

POSITIVE	
1. The background information is helpful and relevant.	7
NEGATIVE	
1. There is not sufficient evidence to prove your point. In fact, there are studies giving counterevidence.	1
2. This is repetitious.	1

SUGGESTIONS

None.

EXPECTATIONS (p. 4)

COMMENTS

POSITIVE	No. of Teachers
1. The expectations are applicable, clear and complete.	10
NEGATIVE	
1. The goals are too high. They need years of repetition before they can be realized.	3

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE (p. 7)

COMMENTS

POSITIVE

None.

NEGATIVE	
1. This is unnecessary.	1

SUGGESTIONS

None.

ASSESSMENT OF READINESS KNOWLEDGE RECORD CHART (p. 8)

COMMENTS

POSITIVE	
1. The chart is diagnostically helpful.	3
NEGATIVE	
1. The fourth and fifth pair of questions are too general.	1
2. The last item under "Questions" is hard to rate.	1
3. This is unnecessary for experienced teachers.	1
4. In the fifth box, the class interprets "time" to mean time of day because we do not have street or house numbers.	1

		No. of Teachers
5.	Some of the questions are not appropriate.	1
6.	Fights are not disapproved of outside of school in Alaska.	1
7.	The children will not tell strangers their Eskimo names.	1
8.	Telephones are rare in Alaska.	1
9.	This is too time consuming.	1
10.	The scoring is difficult and unclear.	1
11.	The class is very heterogeneous.	1
12.	There is no transfer of these skills to situations outside the classroom.	1
13.	The meaning of "verbal interaction" is not clear.	1

SUGGESTIONS

1.	Question the children privately.	2
2.	Reword the first question so the child does not think that the teacher does not know his name.	1
3.	Each question should be in a separate block.	1
4.	The ratings should be: Usually, Sometimes and Never.	1
5.	The record charts should be easy to tear out and duplicate.	1
6.	Add the observation: Asks for help.	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE (pp. 9-11)

COMMENTS

POSITIVE

1.	The questions are understandable and good for evaluation.	6

NEGATIVE

1.	This is time consuming.	2
2.	In question 5, it is unclear whether "feel bad" means sick or unhappy.	1
3.	Question 7 is already used in the Readiness Knowledge Record Chart.	1

	No. of Teachers
4. In question 8, it is unclear what answer is expected.	1
5. The children do not know what a rule is.	1
6. Question 12 is too general.	1
7. Question 9 is too general.	1

SUGGESTIONS

1. Use a tape recorder to tape the answers to these twelve questions.	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE (pp. 12-13)

COMMENTS

POSITIVE

None.

NEGATIVE

1. The scoring is difficult to handle.	2
2. No conclusions can be drawn after just one Phase.	1
3. This is unnecessary for experienced teachers.	1
4. This is too easy for my class.	1
5. The behavior being rated is often inconsistent.	1
6. This is very lengthy.	1

SUGGESTIONS

1. Question each child privately.	1

GENERAL TEACHING PRINCIPLES AND STRATEGIES (pp. 14-17)

COMMENTS

POSITIVE

1. This section is helpful.	11
2. The use of inductive teaching is productive.	2

	No. of Teachers
3. The references are good.	1
4. I agree with the use of role-playing.	1
NEGATIVE	
1. This is unnecessary.	2
2. Deductive teaching would work better than inductive.	1

SUGGESTIONS

None.

III. MASS ABSTRACTION

PURPOSE: AWARENESS OF DEPENDENCY UPON OTHERS (pp. 19-22)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful		2	10	5	6
Appropriate		0	4	4	5
Useable		0	0	2	4
Clear		0	2	4	4
Manageable		0	1	-1	1
Complete		0	2	-1	2

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is helpful and interesting.	32
2. The children learn that no one can do everything.	7
3. The Teacher Information is appropriate.	6
4. The discussion circle holds the children's attention.	4
5. The Purpose is appropriate.	4
6. The Mass Abstraction is good.	2
7. The children do not know their limitations.	2
NEGATIVE	
1. The idea of offering keys is inappropriate.	9
2. The lesson is inappropriate and unmotivating.	5
3. Some of the vocabulary is too difficult, e.g. "mar."	2
4. One child hurt his back trying to move the desk.	1
5. It would take several weeks to teach this concept.	1
6. There is no child who feels he can do everything.	1

	No. of Teachers
7. The discussion circle is poor, unmanageable and inappropriate.	1
8. Some children can pick up their desk unassisted.	1

SUGGESTIONS

1. Review rules for a discussion.	1
2. Begin with a discussion of how pets are dependent upon people.	1
3. Include home experiences to illustrate the need for dependence.	1
4. Use a sociogram to find out which classmates the pupils want to help them.	1
5. There should be a box drawn around the Materials and the Preparation columns.	1
6. Spread out the discussion circle.	1
7. Enlarge the Purpose to show that everyone is dependent upon others.	1

IV. DIFFERENTIATING ABSTRACTION 1: PEOPLE PROVIDE MANY THINGS WE NEED

1A: AID IS PROVIDED BY OTHERS

PURPOSE: TO ESTABLISH THE NEED FOR ASSISTANCE WHEN HURT (pp. 23-24)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4	2	2	-1	0
Appropriate	3	0	0	0	0
Useable	6	0	0	0	3
Clear	1	0	-1	1	1
Manageable	0	00	0	0	-1
Complete	0	0	-1	0	1

COMMENTS

POSITIVE	No. of Teachers
1. The picture is appropriate and stimulating.	14
2. The lesson is complete, enjoyable and stimulating.	9
3. The Purpose is precise and interesting.	4
4. The Materials and Worksheets are good.	3
5. Having one picture for each child is good.	2
6. The discussion circle is good.	2
NEGATIVE	
1. The teeth and right hand are missing in the picture.	7
2. The questions are difficult and too detailed.	3
3. Roller skating is uncommon here.	3
4. We do not have a facsimile master-making machine.	3
5. The question about the skates is confusing.	1
6. It is unclear what is on the boy's knee in the picture.	1
7. The lesson is repetitive.	1

SUGGESTIONS

		No. of Teachers
1.	Use additional magazine pictures and photographs.	2
2.	Use colored pictures to maintain interest.	2
3.	Make masters available to those teachers who do not have facsimile master-making machines.	2
4.	Have the children ask and answer their own questions.	1
5.	The worksheets should be multi-racial.	1
6.	Basic first aid should be included.	1
7.	A discussion of dependency on ourselves should be included.	1
8.	Develop a set of health rules.	1
9.	Make a safety chart.	1
10.	Label the picture: "Other People Help Us."	1
11.	Have the pictures in a large stand up spiral binding.	1

PURPOSE: PROVIDE NONVERBAL CONTENT REINFORCEMENT (pp. 25-26)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	2	0	1	3	7
Appropriate	0	-1	1	4	1
Useable	1	-2	1	2	4
Clear	0	0	2	2	3
Manageable	-1	-1	0	0	3
Complete	-1	-1	1	0	0

COMMENTS

POSITIVE	No. of Teachers
1. This is an appropriate and enjoyable lesson.	7
2. The Teacher Information is appropriate.	5
3. The class performs well on the art activities.	5
4. The lesson is conducive to inductive teaching.	2
5. The picture is good.	1
NEGATIVE	
1. The art is difficult and frustrating.	11
2. This activity is redundant and too easy.	3
3. The children cannot dictate a story.	3
4. Illustrating accidents is an unnecessary, negative approach.	1
5. Having each child discuss his experience is too time consuming.	1
6. There are too many concepts in one picture.	1
7. The picture is unclear.	1
8. Children with figure-ground problems have difficulty coloring the picture.	1

SUGGESTIONS

	No. of Teachers
1. Additional materials utilized:	3
a. filmstrip, "I'm No Fool With a Bicycle,"	1
b. Bicycle Songs of Safety by Jill and Laurence Grossman,	1
c. Peabody Language Kit pictures.	1
2. Teach the children to beware of strangers even in time of need.	1
3. Include these questions: "How can you tell that the boy needs only the help the man can give?"; "How do we find out about first aid?"; "How do we know when to call the doctor?"	1
4. Have each child describe his drawing with a sentence.	1
5. Have a puppet show to dramatize the actions.	1
6. The children can obtain pictures of people needing help from magazines.	1
7. Do an experience chart on the picture.	1
8. Have the children describe various experiences before they draw pictures.	1
9. Have more art and music activities.	1
10. Have the children draw their own pictures before distributing the stimulus pictures.	1

PURPOSE: TO REINFORCE CONTENT (pp. 27-28)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4		2	0	8
Appropriate	4		1	4	6
Useable	2		2	2	4
Clear	1		2	1	5
Manageable	1		1	0	5
Complete	0		1	1	0

COMMENTS

POSITIVE	No. of Teachers
1. The children enjoy reciting the poem.	4
2. The lesson is a good reinforcement.	3
3. The art is enjoyable.	2
4. The L. Arts, List., Spkg. purpose is important.	1
NEGATIVE	
1. The poem is inappropriate and uninteresting (for 12-13 year olds).	3
2. "Jack and Jill" is not a song.	2
3. Many children do not know the poem.	2
4. The questions are unstimulating and vague.	2
5. "Jack and Jill" is a poor example of a boy hurt. "Crown" is out of date.	1
6. The poem is too general to answer these specific questions about it.	1
7. It is unclear to which song the Teacher Information refers.	1
8. The piano is unnecessary.	1

SUGGESTIONS

	No. of Teachers
1. Additional materials utilized:	7
a. "Humpty Dumpty,"	4
b. "Jack and Jill" record.	3
2. A picture illustrating the poem would be helpful.	3
3. A review of Phase A about the self is important.	1
4. Have the class dramatize "Jack and Jill."	1
5. Have each child show and explain his picture to the class.	1
6. The game, "Guess What Happened to Me," can be used.	1
7. Have the music teacher teach the songs.	1

PURPOSE: NEED FOR AID WHEN CHILDREN GET LOST (pp. 29-30)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PRUPOSE	TEACHER ACTIONS
Helpful		0	0	1	1
Appropriate		0	0	0	1
Useable		0	0	0	-1
Clear		0	0	0	0
Manageable		0	-1	0	0
Complete		0	-1	0	2

COMMENTS

POSITIVE	No. of Teachers
1. The story is enjoyable, appropriate and thought provoking.	23
2. The lesson is helpful and enjoyable.	7

	NEGATIVE	No. of Teachers
1.	The story is uninteresting and inappropriate.	2
2.	Getting lost is uncommon in Alaska.	1
3.	The children do not know what Mike can do about being lost.	1

SUGGESTIONS

1.	Dramatize the story.	5
2.	Teach caution with strangers.	3
3.	Tell the story rather than read it.	2
4.	Have the children illustrate the story.	1
5.	More stories about being lost should be read.	1
6.	Have the children write their names and addresses on oaktag sheets for bulletin board displays.	1
7.	The story can be projected on a screen with an opaque projector.	1
8.	The class can adapt this story to fields and back country woods.	1
9.	A story with pictures can be used.	1
10.	The children can role-play what Mike could do about being lost.	1
11.	Tell the children what to listen for before reading the story.	1

PURPOSE: FINISH THE STORY ACCORDING TO INDIVIDUAL INTERPRETATION (pp. 31--32)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	10	3	1	3	3
Appropriate	7	4	2	8	6
Useable	6	3	1	3	6
Clear	4	3	2	3	4
Manageable	3	3	1	2	2
Complete	2	3	2	3	0

COMMENTS

POSITIVE	No. of Teachers
1. The Worksheet is enjoyable and stimulating.	16
2. The lesson is stimulating, provides good reinforcement and makes good use of inductive reasoning.	10
3. The information is good.	1

NEGATIVE	
1. The lesson is difficult. Solving Mike's problem is incomprehensible for the younger children.	4
2. The Teacher Information is incomplete.	2
3. The Worksheet is unclear and too elementary.	2
4. Some children are fearful that Mike will not be found.	1
5. The children do not understand how one can get lost in ones own village.	1
6. Most children cannot spell their street names.	1
7. The children cannot fill in the Worksheet.	1
8. The drawing is meaningless.	1

SUGGESTIONS

	No. of Teachers
1. Teach the children caution with strangers.	2
2. The child should be sitting on the swing in the Worksheet.	2
3. To prepare the children for the Worksheet, have them orally review the facts.	1
4. A game that can be used is "Who Are You?"	1
5. Have the children draw pictures of helpers, e.g. fireman, policeman.	1
6. Use pictures of community helpers.	1
7. Use David Cook pictures for the flannel board.	1
8. Teach the children stick figure drawing.	1
9. Reward the children for each correct letter or number in their address which they remember.	1

PURPOSE: PRACTICE IN GIVING SAFETY INFORMATION (pp. 33-34)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	13	2	7	5	4
Appropriate	10	-1	1	5	4
Useable	8	1	2	3	4
Clear	4	0	3	2	4
Manageable	4	0	1	2	3
Complete	4	0	0	1	-1

COMMENTS

POSITIVE	No. of Teachers
1. The role-playing is a good, enjoyable review.	11
2. The lesson is good, reinforcing and vital.	9

	No. of Teachers
3. The worksheet is enjoyable, necessary and reinforcing.	5
4. The lesson helps prepare the class for an excursion.	1
5. The L. Arts Spkg. is good.	1
6. The Teacher Information is good.	1
NEGATIVE	
1. The lesson is too difficult and uninteresting.	4
2. It is too difficult for the children to memorize their addresses.	3
3. Some children are unable to copy or trace.	2
4. The Teacher Information is unclear.	2
5. There is not enough preparation to enable the children to write their addresses.	1
6. The print on the worksheet is too small.	1
7. The worksheet is unrealistic and inappropriate.	1
8. Some children do not speak clearly enough to be understood by a policeman.	1
9. It is difficult to find a policeman in the suburbs.	1

SUGGESTIONS

1. Use a toy telephone or the Teletrainer from the Telephone Co.	3
2. The children can use their names and addresses to send valentines to their mothers.	2
3. A review of the school building and the layout is helpful.	1
4. Include parents' full names here.	1
5. A discussion of doctors, nurses and hospitals is helpful.	1
6. The worksheet should have room to practice writing names and addresses.	1
7. Reinforce the idea that the policeman is the child's friend.	1

PURPOSE: ESTABLISH NEED FOR AID IN TIME OF ILLNESS (pp. 33-36)

PURPOSE: REINFORCE NEED FOR AID WHEN SICK (pp. 35-36)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			4	4	4
Appropriate			-1	-1	0
Useable			2	0	0
Clear			0	0	0
Manageable			0	0	0
Complete			0	0	3

COMMENTS

POSITIVE	No. of Teachers
1. The poem is enjoyable.	18
2. The lesson is clear, motivating and stimulating to discussion.	11
3. The Teacher Information is usable and helpful.	4
NEGATIVE	
1. The poem does not correlate with the experience of some children, e.g. inner city, Alaskan, motherless.	2
2. "Taking care of" should be explained.	1
3. The children cannot answer the first group of questions.	1

SUGGESTIONS

1. Have children read the poem as in choral speaking.	3
2. Have children illustrate the poem.	1
3. Have children copy the poem.	1
4. Use poem words in a bingo game.	1

PURPOSE: HOW TO ASK FOR ASSISTANCE WHEN SICK (pp. 37-38)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1		0	0	7
Appropriate	1		0	3	2
Useable	0		0	0	2
Clear	0		0	0	0
Manageable	0		0	0	2
Complete	-2		0	0	2

COMMENTS

POSITIVE	No. of Teachers
1. The role-playing is enjoyable and reinforcing.	17
2. The lesson is appropriate and clear.	17
3. The Teacher Information is helpful.	3
4. The lesson helps build vocabulary.	2

NEGATIVE	
1. The role-playing is repetitious and difficult.	3
2. The priority list is incorrect.	1
3. The L. Arts. is redundant.	1
4. The children have difficulty answering the questions.	1

SUGGESTIONS

1. Additional materials utilized:	6
a. props (puppets) for role-playing,	4
b. filmstrip # 713, "I'm No Fool as a Pedestrian," by Walt Disney,	1
c. doctor and nurse kits.	1

	No. of Teachers
2. Have the children practice role-playing before presenting the scene to the entire group.	1
3. Have the children list everyone who helps them.	1
4. The term "sick" should be defined.	1
5. Discuss body temperature and thermometers.	1
6. Include a lesson on taking care of a cold.	1

PURPOSE: DEVELOP A CLASS STORY ABOUT THE NEED FOR AID (pp. 39-40)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0		1	0	3
Appropriate	0		0	-1	2
Useable	0		0	0	0
Clear	0		0	0	1
Manageable	0		0	0	2
Complete	0		0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is good as a review and is stimulating.	8
2. The chart is good for oral expression.	5
3. The Teacher Information is helpful.	2
NEGATIVE	
1. The chart activities are too time consuming.	2
2. The exercises just depend on rote memory.	1
3. The children lack the vocabulary to describe their feelings.	1

	No. of Teachers
4. Many of the children have the problem of overprotective mothers.	8

SUGGESTIONS

1. Use pictures from the "Scholastic Monthly" to illustrate people helping each other.	1
2. Play "Lotto" using illustrations of the poem.	1
3. Show pictures of people who could help us.	1
4. The sentences can be used as a song.	1

PURPOSE: REINFORCE SOCIAL LEARNING CONTENT (pp. 41-42)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful				0	2
Appropriate				2	1
Useable				1	1
Clear				2	1
Manageable				-1	0
Complete				0	2

COMMENTS

POSITIVE	No. of Teachers
1. The Teacher Information is helpful and informative.	7
2. The lesson is clear and evocative.	6
3. The experience chart is meaningful and successful.	4
NEGATIVE	
1. The lesson is unmotivating and inapplicable.	6
2. The experience chart is unmotivating and repetitious.	2

	No. of Teachers
3. The preparation is too time consuming.	1

SUGGESTIONS

1. Use sentence strips when writing the story instead of cutting up the chart.	1
2. Encourage children to use words within their reading vocabulary.	1
3. Use chart paper instead of oaktag.	1

PURPOSE: LEARN WORDS IMPORTANT TO CONTENT (pp. 43-44)

COMMENTS

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			5	2	5
Appropriate			5	2	4
Useable			4	1	4
Clear			2	1	3
Manageable			2	0	3
Complete			0	1	4

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good as a review and is manageable.	11
2. The word cards are useful and enjoyable.	4
3. The Teacher Information is necessary.	1

NEGATIVE

1. The lesson is too easy for some and too difficult for others.	4

	No. of Teachers
2. The word cards are not useable and are uninteresting.	2
3. Some children do not know the alphabet.	1
4. The instructions are too detailed.	1

SUGGESTIONS

1. The children can make up simple games using word cards.	1
2. Use initial sounds to match words.	1
3. Have the children draw pictures on the blackboard.	1
4. The words "sick" and "hurt" should be defined.	1
5. Each child puts the word cards in an envelope labeled "Words I Know" or "Words I Have to Learn."	1

PURPOSE: ESTABLISH THE MEANING OF THE WORD PEOPLE. (pp. 45-46)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4	3	1	1	0
Appropriate	-1	1	0	0	0
Useable	1	1	0	1	-1
Clear	0	1	0	0	-1
Manageable	0	0	0	-1	-1
Complete	2	0	0	0	-2

COMMENTS

POSITIVE	No. of Teachers
1. This activity is clear, necessary and successful.	10
2. The worksheets are stimulating and easy.	7

		No. of Teachers
3.	Worksheet 3 is easy and stimulating.	2
4.	The Teacher Information is good.	1
5.	The Preparation is good.	1

NEGATIVE

1.	The lesson is too easy for some and too difficult for others.	5
2.	The differences between animals and people are hard to verbalize.	3
3.	Older children think this activity is silly.	1
4.	"People" is used incorrectly.	1
5.	The Teacher Information is not explicit enough.	1
6.	The children have difficulty with the differentiation between "people" and "person."	1
7.	Worksheet 3 is too small and has too many items.	1

SUGGESTIONS

1.	Use the Peabody Kit for this lesson.	1
2.	Have more than one person in some of the cells on the worksheet.	1
3.	A discussion of differences between people is good.	1
4.	In worksheet 3, the people should have happier faces.	1
5.	In worksheet 3, have a descriptive word under each picture.	1
6.	The pictures should be larger so they can be colored.	1
7.	The words "things," "people," and "animals" should be defined.	1
8.	Have children cut out pictures of people from magazines.	1
9.	The children can name the jobs of various people at home.	1
10.	A transparency can be made and used as a demonstration worksheet.	1

	No. of Teachers
11. A chart about the importance of people can be developed.	1
12. The child can do this lesson independently.	1

PURPOSE: HANDWRITING AND LETTER FORMATION PRACTICE WITH CONTENT (pp. 45-48)

QUANTITATIVE RATING SCORES

* Included in following purpose.

COMMENTS

POSITIVE	No. of Teachers
1. Worksheet 4 is useable.	2

NEGATIVE	
1. Worksheet 4 is inappropriate and confusing.	7
2. The children have difficulty with the writing and copying.	3
3. The L. Arts Writ. Purpose is too simple.	1

SUGGESTIONS

1. Use pupil elicited words for the writing practice.	1
2. Have the children write the sentences on the blackboard.	1
3. The writing should be done on primary lined paper rather than on worksheet 4.	1
4. In worksheet 4 have dots formed in the shape of the letters to be learned.	1

PURPOSE: LEARNING TO SPELL WORDS MEANINGFUL TO THEM (pp. 47-48)

QUANTITATIVE RATING SCORES

* Included in following Purpose.

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is helpful.	2
2. The spelling and spelling books are good.	2
NEGATIVE	
1. The spelling is difficult for the children.	16
2. The children are not able to be responsible for notebooks.	1

SUGGESTIONS

1. Spelling games like the Milton Bradley, "Lind Letters," can be used.	2

PURPOSE: UNDERSTANDING HOW TO GET AID WHEN IT IS NEEDED (pp. 47-48)

* QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	0	1	1	3
Appropriate	1	0	-1	1	1
Useable	0	1	-1	-1	2
Clear	2	1	1	1	3
Manageable	1	1	-1	-1	0
Complete	2	0	-1	0	1

COMMENTS

POSITIVE	No. of Teachers
1. The role-playing is a good idea and is necessary.	5
2. The Teacher Information is good.	1
NEGATIVE	
1. It is hard for the children to understand how to get aid.	2
2. The role-playing is too immature.	1

SUGGESTIONS

1. Combine pages 45-48 into one lesson.	1
2. Devise a variety of situations to be role-played.	1

PURPOSE: WAYS TO MINIMIZE GETTING HURT AND NEEDING AID (pp. 49-50)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	3	1	0	5	5
Appropriate	3	3	1	4	4
Useable	0	2	0	1	4
Clear	2	1	0	2	4
Manageable	1	0	0	2	1
Complete	0	0	0	2	-1

COMMENTS

POSITIVE	No. of Teachers
1. The Physical Education section is enjoyable and necessary.	16
2. The lesson is a good idea and is helpful.	9

		No. of Teachers
3.	The role-playing is enjoyable and successful.	5
4.	The game, "Zap," is helpful and enjoyable.	4
5.	The materials are useful and appropriate.	1
6.	I agree with the Teacher Information.	1
NEGATIVE		
1.	We do not have mats for the physical education activity.	5
2.	The lesson is foolish, unfeasible and unnecessary.	5
3.	Some children cannot do the physical education.	2
4.	The physical education results in much fooling around.	1
5.	This is already done in physical education class.	1
	SUGGESTIONS	
1.	Discuss the ways in which athletes take precautions against getting hurt.	1
2.	Review safety rules on the playground.	1
3.	Use props in the role-playing.	1
4.	Use the film from the "Be Kind Series," by Eyegate House.	1
5.	Literature discussing tumbling and rolling should be suggested.	1
6.	"Duck, Duck, Goose" can be played by the class.	1
7.	Give more details to implement the physical education activity.	1

1B: PROTECTION IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH THAT THE CHILD IS TAKEN CARE OF EVEN WITHOUT HIS ASKING (pp. 51-52)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			0	-1	-1
Appropriate			0	-1	-1
Useable			0	0	-1
Clear			0	-1	0
Manageable			0	0	0
Complete			0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is necessary, interesting and successful.	8
2. The Teacher Information is good.	1

NEGATIVE	
1. The lesson is unmotivating and unclear.	4
2. The Teacher Information is impractical.	1
3. The children still believe they are omnipotent.	1
4. The children instinctively know someone will help them.	1
5. This lesson is not applicable to poor families where children do much of the work.	1
6. This lesson needs much repetition.	1

SUGGESTIONS

1. A discussion of the different people who help us can be included.	1
2. Read stories and make booklets about helpers.	1

PURPOSE: REINFORCE CONTENT THROUGH VISUAL INTERPRETATION (pp. 53-54)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4		5	5	11
Appropriate	5		4	4	6
Useable	-9		2	3	5
Clear	3		3	2	5
Manageable	2		2	1	3
Complete	1		3	1	4

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is a good idea. Also helpful diagnostically.	7
2. The artwork is stimulating and successful.	7
NEGATIVE	
1. The artwork is difficult, frustrating and uninteresting.	7
2. The lesson is difficult to communicate.	3
3. Some children need help in creative thinking.	1
4. Many of the children do not have fathers.	1

SUGGESTIONS

1. The class guesses what each child has drawn.	2
2. Role-playing can be used.	1
3. Have each child describe his picture to the class.	1
4. Write a phrase describing each child's picture.	1
5. Have children draw on transparencies to be shown to the class on an overhead projector.	1

	No. of Teachers
6. Have each child write a sentence describing another's picture.	1
7. Fishing, picking berries, cutting fish, trapping and sewing are all more appropriate suggestions for art.	1
8. Pages 51-54 can be combined into one lesson.	1
9. The children can discuss what they are going to draw.	1
10. Take the class on a trip to stores where their parents shop.	1
11. The children can use pictures from magazines.	1
12. Use picture cards from the "People" section of the Peabody Language Development Kit.	1
13. A penmanship lesson can be included.	1
14. Add the question: "What do we do to help others?"	1

PRUPOSE: DEVELOP A GROUP READING CHART (pp. 55-56)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	5	1	6	2	4
Appropriate	3	2	2	3	4
Useable	3	0	1	0	4
Clear	1	1	1	1	2
Manageable	1	0	1	0	1
Complete	0	0	1	0	1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is a good idea and is motivating.	4
2. The use of pictures is good as a review and is helpful.	3

	No. of Teachers
3. The Teacher Information is helpful.	2
4. The chart is good as a review and is enjoyable.	2
5. The Purpose is manageable.	1
NEGATIVE	
1. The chart is uninteresting and is too simple.	2
2. The children are uncreative in their drawings.	2
3. The Purpose is difficult to communicate.	1
4. The lesson is too easy for some and too difficult for others.	1

SUGGESTIONS

1. Have each child read the story to the class.	1
2. Magazine pictures can also be used.	1
3. Pages 53-56 can be combined into one lesson.	1

PURPOSE: VOCABULARY TO REINFORCE CONTENT (pp. 57-58)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0		0	2	2
Appropriate	0		1	0	3
Useable	-1		0	0	5
Clear	0		-1	0	0
Manageable	0		0	0	0
Complete	0		0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is a good idea and is motivating.	7
2. The Science section is good as a review and is interesting.	3
3. The L. Arts is reinforcing and appropriate.	2
4. The class enjoys copying the chart.	1
5. The chart is a good summary.	1
NEGATIVE	
1. The science is too difficult, ambiguous and redundant.	3
2. The children are not interested in how their necessities are secured.	2
3. The L. Arts is redundant.	2
4. Oaktag is unavailable.	1
5. The questions are too easy.	1

SUGGESTIONS

1. Additional materials utilized:	2
a. book: *Stanley*, by Syd Hoff, Harper & Row,	1
b. book: *Miss Suzy*, by Miriam Young, Parents Magazine Press.	1
2. Use different color oaktag for different parts of speech.	1
3. Give each child a dittoed copy of the story.	1

PURPOSE: IDENTIFY APPROPRIATE CLOTHING FOR DIFFERENT WEATHER CONDITIONS (pp. 59-60)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4	-1	2	1	1
Appropriate	2	1	1	1	1
Useable	3	0	-1	0	1
Clear	1	0	1	0	-1
Manageable	-1	0	0	0	-1
Complete	-1	0	0	0	2

COMMENTS

POSITIVE	No. of Teachers
1. The worksheet is good as a follow-up and for the youngest groups.	9
2. The Science section is flexible, enjoyable and appropriate.	4
3. The lesson is enjoyable.	1
NEGATIVE	
1. The worksheet is confusing, incomplete and the pictures are too small.	9
2. The lesson is unstimulating and confusing.	3

SUGGESTIONS

1. Discuss the seasons (weather, temperature and appropriate clothing).	3
2. The pictures of articles of clothing and fabrics can be shown during a discussion.	2
3. The worksheet should involve one of these: cut and paste, matching, fill in, or find and paste.	1

	No. of Teachers
4. Sing a song about the weather and illustrate it on a flannel board.	1
5. Use pictures from the Peabody Language Development Kit.	1
6. Discuss the types of houses used in different countries.	1

PURPOSE: PEOPLE HELP BY PROVIDING PROTECTION AND SUPERVISION (pp. 61-62)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	3	1		2	4
Appropriate	5	4		3	4
Useable	4	1		0	4
Clear	3	1		1	4
Manageable	2	1		0	3
Complete	0	0		0	0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is motivating, practical and leads to a good discussion.	11
2. The picture is well done and clear.	5
NEGATIVE	
1. The lesson is redundant, incomplete and uninteresting.	2
2. At night, some parents leave their children home alone.	1

SUGGESTIONS

1. Additional materials used:	4
a. pictures of people in authority,	2

	No. of Teachers
b. photographs instead of drawings,	1
c. flannel board figures to illustrate discussion situations.	1
2. Have a policeman speak to the class.	3
3. Include other community helpers in this unit.	2
4. A traffic light song can be taught.	1
5. Emphasize the need for rules.	1
6. The word "babysitter" should be defined.	1

PURPOSE: MUSICAL EXPERIENCE RELATED TO SOCIAL LEARNING CONTENT (pp. 63-64)

QUANTITATIVE RATING SCORES

Quantitative ratings are included with those of the following Purpose.

COMMENTS

POSITIVE	No. of Teachers
1. The song is appropriate and enjoyable.	9
NEGATIVE	
1. I could not teach the song because I cannot carry a tune and there is no music teacher or piano available.	4
2. The song is irrelevant and unclear.	2

SUGGESTIONS

1. Have the children sing the song with gestures and role-playing.	3
2. Give each child a dittoed copy of the song.	1
3. If there is no piano in the room use a tape of the music.	1

PURPOSE: TO GIVE PRACTICE IN RECOGNIZING KEY WORDS FROM READING CHARTS IN AN INTERESTING WAY (pp. 63-64)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	5	3	3	2	7
Appropriate	5	1	0	3	5
Useable	0	-2	-1	-1	5
Clear	0	0	0	1	6
Manageable	0	0	0	0	1
Complete	-1	0	0	0	3

COMMENTS

POSITIVE	No. of Teachers
1. The bingo is motivating, successful and adaptable.	20
2. The lesson is stimulating.	2
3. The Preparation is explicit.	1
NEGATIVE	
1. This lesson is too time consuming.	3
2. The class does not read well enough to play bingo.	2
3. The Preparation is lengthy.	1
4. The game is unfair because it takes four down to win, but only three across.	1

SUGGESTIONS

1. Suggestions for bingo cards:	8
a. use 4 x 4 bingo cards,	2
b. use pictures on the cards instead of words,	2
c. put the words into the slots on the bingo cards rather than pasting,	1
d. include words from previous charts on the bingo cards,	1

	No. of Teachers
e. alphabet or number bingo is appropriate for children who cannot read,	1
f. write the words on the cards with a magic marker rather than pasting them.	1
2. Show the flash card of the word being called.	1

1C: COMFORT IS PROVIDED BY OTHERS

PURPOSE: INTRODUCE A COMMON EXPERIENCE FOR THE ABSTRACTION (pp. 65-66)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			0	-1	1
Appropriate			0	0	0
Useable			0	0	2
Clear			0	0	0
Manageable			0	0	0
Complete			0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The poem is appropriate and stimulating.	17
2. The lesson is a good transition and is interesting.	4
NEGATIVE	
1. The poem is ineffective.	2
2. The situations in the poem are inappropriate to suggest to mentally retarded children.	1
3. The children have basements but not cellars.	1

SUGGESTIONS

	No. of Teachers
1. Additional suggestions for the use of the poem, "If,"	6
a. use "If" for a writing lesson,	2
b. have each child illustrate a verse of "If,"	2
c. omit words in "If" to be filled in by the class,	1
d. use "If" for choral reading,	1
e. use "If" for individual reading,	1
f. use the poem as the subject for role-playing,	1
g. use the poem as the subject for drawing.	1
2. Add the word "comfort" to the basic vocabulary list.	1

PURPOSE: PEOPLE PROVIDE COMFORT BY KEEPING US FROM GETTING HURT (pp. 67-68)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			5	0	2
Appropriate			0	0	1
Useable			2	1	1
Clear			2	2	2
Manageable			2	0	1
Complete			0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is evocative, necessary and successful.	6
2. The Teacher Information is enjoyable and helpful.	1
NEGATIVE	
1. The lesson is too difficult.	1

	No. of Teachers
2. The 9-to 12-year-olds get bored with the questions.	1

SUGGESTIONS

1. Include a discussion of body parts.	1
2. Include a discussion of helpers.	1
3. Use the poem as the subject for role-playing.	1
4. Use the poem as the subject for drawing.	1
5. Have the class write their own verses to the poem.	1

PURPOSE: EXPERIENCE IN VISUAL INTERPRETATION OF ABSTRACTIONS (pp. 69-70)

PURPOSE: AN OPPORTUNITY TO SPEAK BEFORE OTHERS (pp. 69-70)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	3		1	2	3
Appropriate	2		1	3	2
Useable	-1		0	0	2
Clear	0		0	1	0
Manageable	0		0	0	0
Complete	0		0	0	-2

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good conceptually and is stimulating.	5
2. The artwork is enjoyable.	4
3. The L. Arts Spkg. is helpful.	2

	No. of Teachers
4. The Teacher Information is good.	1

NEGATIVE

1. The artwork is ineffective and too difficult.	4
2. The lesson is not meaningful.	1
3. Some children speak aimlessly about their drawings.	1
4. The children are reluctant to discuss their drawings.	1

SUGGESTIONS

1. Have the class guess what each child has drawn.	1
2. Make an experience chart from one child's story.	1
3. Put the pictures on the bulletin board.	1

PURPOSE: ESTABLISH NEED FOR THINGS AND PEOPLE TO PROVIDE PHYSICAL COMFORT (pp. 71-72)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	-1		1	0	3
Appropriate	1		0	1	2
Useable	0		0	2	1
Clear	0		-1	3	2
Manageable	0		-1	1	2
Complete	1		0	1	3

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is enjoyable, evocative and stimulating.	14

	No. of Teachers
NEGATIVE	
1. The children like sitting on the floor.	5
2. The lesson is too abstract.	3
3. Some children act silly during the Teacher Actions.	1

SUGGESTIONS

1. Role-playing can be used.	1

PURPOSE: REINFORCE SOCIAL LEARNING CONTENT (pp. 73-74)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	0	4	1	4
Appropriate	2	4	3	1	3
Useable	-1	1	0	0	2
Clear	0	0	2	1	3
Manageable	0	0	1	0	2
Complete	0	0	0	0	0

COMMENTS

	No. of Teachers
POSITIVE	
1. The lesson is clear, appropriate and interesting.	12
2. The worksheet practice is good.	3
3. The children like making the stick drawings.	1
4. The Teacher Information is good.	1

NEGATIVE	No. of Teachers
1. The lesson is a repetition from Phase B. It is too easy for some and too difficult for others.	5

SUGGESTIONS

1. "Musical Chairs" is good to play.	1

PURPOSE: EXPAND SOCIAL LEARNING CONTENT TO OBJECTS OUTSIDE THE CLASSROOM (pp. 75-76)

QUANTITATIVE RATING SCORES

Quantitative ratings are included with those of the following purpose.

COMMENTS

POSITIVE	No. of Teachers
1. Worksheet 6 is easy, interesting and helpful.	16

NEGATIVE	
1. Worksheet 6 is unclear.	4

SUGGESTIONS

None.

PURPOSE: REINFORCE CONCEPT OF COMFORT (pp. 75-76)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4	0	1	0	1
Appropriate	4	0	0	0	0
Useable	1	0	0	0	0
Clear	-2	0	-1	0	2
Manageable	1	0	0	0	0
Complete	0	0	0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. Worksheet 7 is easy, meaningful and enjoyable.	18
2. The lesson is good conceptually and is interesting.	6
NEGATIVE	
1. Worksheet 6 is unclear.	4
2. The lesson is uninteresting.	1
3. It is unclear whether "comfort" refers to physical or psychological.	1
4. Some children have difficulty in following directions.	1

SUGGESTIONS

1. The children can color the worksheets.	1

PURPOSE: ENLARGE CONCEPT OF COMFORT TO INCLUDE THAT PROVIDED BY INTERACTION WITH OTHERS (pp. 77-78)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			3	0	2
Appropriate			0	3	4
Useable			0	2	1
Clear			1	1	0
Manageable			0	0	-1
Complete			0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is interesting and effective.	10
2. The Teacher Information is appropriate.	1

NEGATIVE	
1. Most of the children never receive an expression of comfort from their parents.	2
2. The children cannot verbalize this need area.	2
3. It is unclear whether "comfort" refers to physical or psychological.	1
4. Many children do not know how to respond to comfort from others.	1
5. The children feel uncomfortable during this discussion.	1

SUGGESTIONS

1. This lesson needs constant repetition and use.	1
2. Use stimulus pictures from Welcome Child by Pearl S. Buck, New York: John Day Company, 1963, pp. 14, 18, 41, 62, 72.	1

	No. of Teachers
3. Discuss kindness at this time.	1
4. Have the children express the emotions facially.	1
5. This lesson should be taught at the beginning of the term.	1

PURPOSE: EXPAND THE ABSTRACTION TO THE SCHOOL ENVIRONMENT (pp. 79-80)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			4	3	7
Appropriate			3	4	6
Useable			2	1	4
Clear			2	2	6
Manageable			2	2	2
Complete			2	1	1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good conceptually and is appropriate.	9
2. The poem is reinforcing, enjoyable and accurate.	9
NEGATIVE	
1. The lesson is silly and unstimulating.	2
2. The children do not remember being afraid.	2
3. This is the wrong time of the year for this lesson.	2
4. The poem is too juvenile.	1
5. The poem can promote a feeling of being afraid.	1

SUGGESTIONS

	No. of Teachers
1. Additional materials utilized:	3
a. filmstrip: "The New Pupil," #772, Encyclopedia Britanica,	1
b. book: *Johnny and Maria* by Dorothy Haas, Whitman Publishing Company: Racine, Wisconsin,	1
c. book: *The Two Friends*, by Grete Mannheim, New York: Alfred A. Knopf, 1968.	1
2. The children can paint the picture.	1
3. Add these questions:	3
a. "Would a new child feel afraid coming to our room?" "Why?"	1
b. "What could you do?" "Would the child feel better?" "How?"	1
c. "Would you feel happy?" "Why?"	1
4. The children can write a story about their first day in school.	1

1D: AUTHORITY IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH AUTHORITY PERSONS WHO HELP PEOPLE COEXIST PEACEFULLY (pp. 81-82)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1		0	0	0
Appropriate	5		0	1	2
Useable	2		0	0	1
Clear	0		0	0	0
Manageable	0		0	0	0
Complete	0		0	0	3

COMMENTS

POSITIVE	No. of Teachers
1. The pictures are interesting, helpful and evocative.	10
2. The lesson is appropriate, stimulating and successful.	10
3. Picture 3 is appropriate.	2
4. Picture 4 is realistic.	1
NEGATIVE	
1. The lesson is unclear and difficult to teach.	2
2. The children regard authority figures as "punishers."	2
3. The pictures were not used because the children are exposed to too much fighting as it is.	1
4. A policeman directing traffic is unknown in Alaska.	1

SUGGESTIONS

	No. of Teachers
1. Additional materials utilized:	2
a. The Ways Mothers Are, Miriam Schlein, Albert Whitman & Co., Chicago, 1963,	1
b. Pictures from David Cook Co.	1
2. The process of compromising can be taught.	1
3. The term "authority" can be added to their vocabulary.	1
4. Have the children make up stories about the pictures.	1
5. The pictures should have more background.	1
6. The principal can discuss his duties with the class.	1
7. Add the question: "How could the boys prevent the fighting?"	1
8. Use disagree instead of "fight."	1

PURPOSE: UNDERSTANDING WHEN AUTHORITY IS NECESSARY (pp. 83-86)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	3		3	3	9
Appropriate	1		1	1	6
Useable	2		0	0	4
Clear	1		0	0	3
Manageable	1		0	0	3
Complete	0		1	0	2

COMMENTS

POSITIVE	No. of Teachers
1. The stories are realistic, evocative and clear.	13
2. The lesson is stimulating.	8
3. The lesson is good conceptually.	7
4. The role-playing is successful.	1
NEGATIVE	
1. The lesson is too difficult.	2
2. The children are uncreative in finishing the stories.	1
3. The children have not been to the movies.	1

SUGGESTIONS

1. Additional materials utilized:	2
a. puppets,	1
b. filmstrips: "Leaders and Followers" - Encyclopedia Britannica; "Consideration" - Encyclopedia Britannica; "Freddie the Frog" - Long Filmside Service.	1
2. The concept of compromise should be stressed.	1
3. Have the children role-play their own original stories.	1
4. Have the children illustrate their endings to the stories.	1

1E: ASSISTANCE IS PROVIDED BY OTHERS

PURPOSE: ESTABLISH THE NEED FOR HELP IN DOING THINGS (pp. 87-88)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			4	0	7
Appropriate			0	0	3
Useable			1	0	3
Clear			1	0	1
Manageable			0	0	1
Complete			0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is necessary, stimulating and successful.	9
2. The Teacher Information is usable.	1
NEGATIVE	
1. The lesson is unsuccessful.	1
2. Some children refuse to admit their dependence.	1

SUGGESTIONS

1. The term "assistance" can be added to their vocabulary.	1

PURPOSE: TO TEST UNDERSTANDING OF THE ABSTRACTION (pp. 89-90)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	3	5	2	3
Appropriate	1	0	0	3	3
Useable	2	0	0	0	0
Clear	1	0	1	1	2
Manageable	0	0	0	1	5
Complete	0	0	0	0	-3

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is enjoyable, clear and diversified.	15
NEGATIVE	
1. The lesson is too difficult.	5
2. The children have difficulty visualizing the tasks.	2
3. This lesson is a repetition of the beginning of the Phase.	2
4. Some children have difficulty making the stick figures.	1
5. In building their self-concepts do not use stick figures because children do not look like stick figures.	1

SUGGESTIONS

1. This lesson needs much repetition.	1
2. Role-playing can be utilized.	1

PURPOSE: HELP CHILDREN UNDERSTAND WHO CAN ASSIST THEM (pp. 91-92)

PURPOSE: HAVE CHILDREN LEARN TO ASK FOR HELP (pp. 91-92)

PURPOSE: REINFORCE THE NEED FOR ASSISTANCE (pp. 91-92)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			3	1	5
Appropriate			0	3	2
Useable			0	0	1
Clear			0	1	0
Manageable			-1	0	0
Complete			0	0	1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is fun, necessary and successful.	8
2. The third L. Arts Spkg. is enjoyable and thought-provoking.	4
3. The second L. Arts Spkg. is reinforcing and enjoyable.	3
4. The third paragraph in the Teacher Information is accurate.	1
5. The Teacher Information is interesting.	1
6. The first L. Arts Spkg. is clear.	1
NEGATIVE	
1. Some children refuse to admit they are dependent.	1
2. The Teacher Information is not accepted by the children (paragraph 1).	1
3. The lesson is too difficult.	1
4. The third L. Arts Spkg. is inappropriate.	1

SUGGESTIONS

	No. of Teachers
1. Teach the children to be responsible for picking up their own toys.	1
2. Use puppets for role-playing.	1

PURPOSE: REINFORCE THE ABSTRACTION OF NEED FOR ASSISTANCE (pp. 93-94)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4	0	2	0	0
Appropriate	4	0	0	-1	2
Useable	1	0	-1	0	0
Clear	2	1	0	0	0
Manageable	2	0	0	0	0
Complete	0	0	0	-1	-2

COMMENTS

POSITIVE	No. of Teachers
1. Worksheet 8 is good diagnostically and is interesting.	7
2. The lesson is easy, appropriate and stimulating.	5
NEGATIVE	
1. The worksheet is too difficult for some and too easy for others.	3
2. Most of my children do not have many toys.	1
3. Some children cannot count.	1

SUGGESTIONS

	No. of Teachers
1. The purpose should be to review the counting process in a related activity.	1

PURPOSE: ESTABLISH THAT LEARNING IS ACQUIRED THROUGH THE ASSISTANCE OF OTHERS (pp. 95-96)

PURPOSE: REINFORCEMENT OF CONTENT (pp. 95-96)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0		0	0	3
Appropriate	0		0	0	-1
Useable	0		0	0	1
Clear	0		0	0	0
Manageable	0		0	0	0
Complete	0		0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is new, exciting and evocative.	6
2. The Art section is appropriate, interesting and successful.	3
NEGATIVE	
1. Most of my children think they are entirely independent.	1
2. The children are tired of drawing.	1
3. The lesson is too easy and repetitious.	1
4. The artwork is difficult.	1

	No. of Teachers
5. The children do not do anything on their own because there is always someone to help them.	1
6. The questions are too detailed.	1

SUGGESTIONS

1. Use the pictures as a stimulus for a chart story.	1

PURPOSE: SUMMARIZE WAYS IN WHICH PEOPLE ARE DEPENDENT UPON OTHERS (pp. 97-98)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0		1	1	4
Appropriate	1		0	2	1
Useable	1		0	1	2
Clear	0		0	0	3
Manageable	0		1	1	1
Complete	-1		0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The chart is easy, concise and motivating.	6
2. The lesson is helpful.	4
3. The Teacher Information is accurate and helpful.	3

NEGATIVE	
1. The chart is too easy.	1

SUGGESTIONS

	No. of Teachers
1. Role-playing can be used.	1
2. Have children illustrate the chart.	1
3. Use small discussion groups with the children taking turns as leader.	1
4. Have committee reports on people who help us.	1
5. Use David Cook's pictures of people who help us.	1

PURPOSE: REINFORCE DIFFERENTIATING ABSTRACTION 1 (pp. 99-100)

QUANTITATIVE RATING SCORES

Quantitative ratings are included with those of the following Purpose.

COMMENTS

POSITIVE	No. of Teachers
1. Worksheet 9 is useful, well planned and clear.	6
2. The L. Arts is variative and helpful.	5
3. The Differentiating Abstraction is successful.	1
NEGATIVE	
1. Worksheet 9 is not clear.	6
2. In the worksheet, the children do not recognize the watering can.	2
3. The L. Arts is ambiguous and repetitious.	1

SUGGESTIONS

1. The L. Arts should be done as a group activity.	1

PURPOSE: REINFORCEMENT OF ABOVE PURPOSE (pp. 99-100)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	5	1	1	1	2
Appropriate	7	2	2	3	2
Useable	-1	0	-1	1	0
Clear	-3	1	0	1	1
Manageable	1	0	0	1	0
Complete	2	0	0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The Art section is successful, variative and motivating.	5
2. Clay is an enjoyable material with which to work.	2

NEGATIVE	
1. The artwork is frustrating and unsuccessful.	5
2. We do not have the specified clay.	1

SUGGESTIONS

1. Follow up the artwork by using self-hardening (ceramic) clay and painting (glazing) the finished product.	2

PURPOSE: TEST CHILDREN'S ABILITY TO ASSESS RELATIVE NEEDS FROM OTHERS (pp. 101-102)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	7	1	5	3	4
Appropriate	5	2	3	2	2
Useable	2	0	1	1	1
Clear	-2	0	1	1	2
Manageable	1	0	1	0	2
Complete	0	0	0	-1	0

COMMENTS

POSITIVE	No. of Teachers
1. The worksheets are useful, evocative and easy.	11
2. The lesson is good as review and is interesting.	3
3. Worksheet 10 is good.	1
4. The role-playing is good.	1
NEGATIVE	
1. Worksheet 10 is unclear and poorly drawn.	4
2. Worksheet 11 is unclear and poorly drawn.	2
3. The lesson is vague and too simple.	1
4. In worksheet 10, the jump rope is hard to recognize.	1
5. In worksheet 10, many children think the stop sign is a scale and the boy is weighing himself.	1
6. In worksheet 10, the children think the boy needs help with the toothpaste falling on the floor.	1

SUGGESTIONS

	No. of Teachers
1. Additional materials utilized:	3
a. pictures from the Language Art Service by Continental Press,	1
b. filmstrip: "Oaktree 7," Filmstrip Series by Eyegate,	1
c. transparencies on an overhead projector.	1
2. Have the class write stories or sentences about the pictures.	1
3. In worksheet 11, either choice can be justified.	1
4. Include in the Purpose: To develop an understanding of differences of opinion and the ability to discuss them without judging those who disagree with you.	1

V. DIFFERENTIATING ABSTRACTION 2: RULES THAT RESTRICT AND DIRECT US TO LIVE PEACEFULLY

2A: CLASSROOM RULES HELP US

PURPOSE: SOCIAL RULES HELP PROVIDE HARMONY (pp. 103-104)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0		2	0	1
Appropriate	0		0	0	0
Useable	0		0	0	3
Clear	0		0	0	0
Manageable	0		0	0	-1
Complete	-1		-1	-1	-1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is usable, successful and important.	8
2. The Teacher Information is useful and important.	3
3. Using the tape recorder is good.	2
4. The role-playing is good.	1
NEGATIVE	
1. The lesson is incomplete, unnecessary and repetitive.	6
2. The moratorium is chaotic, unsuccessful and impractical.	3

SUGGESTIONS

1. Additional materials utilized:	3
a. photographs of the children in the situation to be discussed,	1

	No. of Teachers
b. puppets instead of role-playing,	1
c. filmstrips: "Why We Have Rules and Laws," "Recognition of Responsibility," "Respect for Property," and "Consideration for Others."	1
2. Use this lesson cautiously.	2
3. The class can use experiences in daily living for this lesson.	1
4. Include rules to provide harmony in the home.	1

PURPOSE: UNDERSTANDING OF HOW RULES HELP US (pp. 105-108)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			4	0	2
Appropriate			0	1	1
Useable			0	0	-1
Clear			0	0	-1
Manageable			0	0	-1
Complete			0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is enjoyable, successful and contains good concepts.	6
2. The Teacher Information is accurate.	1

NEGATIVE	
1. The lesson is unmanageable and too easy.	3
2. Although the children understand the need for rules, they readily ignore them.	1

	No. of Teachers
3. The lesson is poor.	1
4. It took two lessons to cover the six concepts.	1

SUGGESTIONS

1. This activity should be taped on a tape recorder.	2
2. This concept needs much work.	1
3. Use the inductive method whenever posible.	1

PURPOSE: TO EXPLORE THE CONSEQUENCES OF DISOBEYING A RULE (pp. 109-110)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	7	1	3	1	4
Appropriate	2	0	1	1	0
Useable	3	0	0	0	0
Clear	1	0	0	1	1
Manageable	2	0	0	0	0
Complete	0	0	0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The picture is good to color and is evocative.	8
2. The lesson is conceptually and inductively good, and is motivating.	6
3. The steps in inductive teaching are helpful.	1

NEGATIVE	
1. The lesson is poor.	1

	No. of Teachers
2. Have the children draw pictures of other situations.	1
3. Use David Cook pictures.	1

PURPOSE: REINFORCE REASONS FOR EXISTENCE OF RULES (pp. 111-114)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0		5	0	4
Appropriate	1		1	0	1
Useable	0		1	0	2
Clear	0		1	0	1
Manageable	0		1	0	1
Complete	0		0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is varied, interesting and successful.	8
2. Finishing the stories is an interesting activity.	3
3. The Teacher Information is helpful.	3
4. Filling in the missing words is interesting.	2
5. The lesson is evocative.	2
6. The flannel board is good.	1
7. The Purpose is good.	1
8. The Teacher Information is helpful.	1
9. The role-playing is good.	1

NEGATIVE	No. of Teachers
1. The class is unable to do the drawing.	1
2. The lesson is unstimulating.	1
3. Finishing the stories is a difficult activity.	1
4. Story 4d is unrealistic.	1
5. Too many Teacher Actions are given for one lesson.	1

SUGGESTIONS

1. Have the class write a story about the picture.	1
2. Role-playing can be used.	1

PURPOSE: DEVELOP A SET OF CLASS RULES AND A RULES CHART (pp. 115-120)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			-1		0
Appropriate			0		0
Useable			0		0
Clear			0		0
Manageable			0		0
Complete			0		0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is successful.	8
2. The lesson is good conceptually and is appropriate.	3

	No. of Teachers
3. The Teacher Information is good.	1
4. The Purpose is understandable.	1

NEGATIVE

1. There are not enough visual aids used here.	1

SUGGESTIONS

1. Use this lesson at the beginning of the year.	5
2. Include rules appropriate outside of the classroom.	1
3. Dramatize the rules.	1
4. Use stars as reinforcement for children who obey the rules.	1
5. Manners Can Be Fun can be used.	1
6. Repeat this activity throughout the year.	1
7. Have the class suggest the punishment for breaking rules.	1

PURPOSE: TO UNDERSTAND WHY CLASS RULES ARE IMPORTANT (pp. 121-124)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			5	1	7
Appropriate			3	2	3
Useable			2	0	3
Clear			2	1	2
Manageable			1	0	2
Complete			0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good ideationally.	6
2. The lesson is concrete and helpful.	4
3. The round robin is helpful.	3
4. The role-playing is useful, enjoyable and is good ideationally.	2
NEGATIVE	
1. Even after discussion, some rules are still not followed.	1

SUGGESTIONS

1. We started a safety campaign in the school.	2
2. Write rules on separate signs to be placed around the room.	1
3. Use a tape recorder to make the disruptive child aware of his behavior.	1
4. Use the filmstrip: "Little Things That Count," Eyegate Series.	1

2B: SCHOOL RULES HELP US TO GET ALONG TOGETHER

PURPOSE: LEARN SCHOOL RULES AND HOW THEY HELP (pp. 125-126)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			1	1	1
Appropriate			1	1	0
Useable			0	0	0
Clear			0	1	1
Manageable			0	0	-1
Complete			0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. The Teacher Information is accurate and helpful.	2
NEGATIVE	
1. It is inappropriate to invite the principal in June to discuss rules.	1
2. The lesson is repetitious.	1
3. More activities are needed in this lesson.	1

SUGGESTIONS

1. Have a policeman or school patrol officer speak to the class about safety.	1
2. Be sure the resource person used is dependable.	1
3. Use the following categories for School Rules: getting along, safety, peace, efficiency and happiness.	1
4. Use the filmstrip: "You and Safety," Eyegate Series.	1
5. Use this lesson at the beginning of the year.	1
6. The class can make posters which are put up around the school.	1

2C: TRAFFIC RULES HELP US ON THE WAY TO AND FROM SCHOOL

PURPOSE: SHOW HOW TRAFFIC RULES HELP US (pp. 127-128)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			0	0	0
Appropriate			0	0	-1
Useable			0	0	-1
Clear			0	0	0
Manageable			0	0	0
Complete			0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is evocative, helpful and interesting.	4
2. The Teacher Information is good.	1

NEGATIVE

None.

SUGGESTIONS

1. Additional materials utilized:	4
a. flannel board materials,	1
b. book: Obedience by Virginia Parkinson,	1
c. David Cook's pictures and stories,	1
d. filmstrip: "Walk Left-Bike Right."	1
2. Action songs can be used.	1
3. The classroom aisles can be used as streets in role-playing.	1
4. Include safety rules for riding on a bus.	1
5. Include rules for walking on roads in rural areas.	1
6. Include a lesson on bicycle safety.	1
7. We talked to a policeman on the street.	1

PURPOSE: AWARENESS OF VITAL TRAFFIC RULES (pp. 129-132)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	2		3	2	5
Appropriate	0		1	2	4
Useable	-1		1	1	4
Clear	0		2	1	4
Manageable	-1		1	1	3
Complete	0		0	0	1

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is necessary and stimulating.	4
2. This lesson is good.	2
3. The magazine pictures are interesting.	1
NEGATIVE	
1. This lesson is dull.	1
2. Some children are disruptive during this lesson.	1

SUGGESTIONS

1. Use AAA pictures from the Safety Posters Series.	1
2. Suggest magazines that would have pictures appropriate for this lesson.	1
3. Include safety rules for riding on the school bus.	1
4. Make traffic lights, using cardboard, as an art project.	1
5. Make a workbook containing these rules.	1

PURPOSE: REINFORCE SELECTED TRAFFIC RULES (pp. 133-134)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			2	1	4
Appropriate			0	3	2
Useable			1	2	3
Clear			0	2	2
Manageable			0	1	2
Complete			0	0	-1

COMMENTS

POSITIVE	No. of Teachers
1. The role-playing is stimulating.	5
2. The lesson is stimulating and helpful.	4
3. Teacher Actions 1, 3 and 4 are effective.	1
4. The Arithmetic work is necessary.	1
5. The L. Arts is stimulating and helpful.	1
6. The Art activity is enjoyable.	1

NEGATIVE	
1. Some of the children cannot read.	1
2. It is unclear how many of the suggestions the teacher should use.	1

SUGGESTIONS

1. Use the material from AAA for teaching traffic safety.	3
2. Use puppets to reinforce the ideas.	1

PURPOSE: UNDERSTANDING OF THE FIRST SAFETY RULE (pp. 135-136)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	1	4	1	3
Appropriate	-1	0	1	0	2
Useable	0	0	1	0	3
Clear	0	0	0	1	-1
Manageable	0	0	0	0	-1
Complete	0	0	-1	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good as a review and is stimulating.	7
NEGATIVE	
1. The children are unable to write rules.	3
2. The artwork is difficult.	3
3. The story is too frightening for the children and should not be used.	1

SUGGESTIONS

None.

PURPOSE: PRACTICE IN FOLLOWING THE RULE FOR CROSSING A STREET

PURPOSE: UNDERSTANDING THE SAFETY RULES OF TRAFFIC LIGHTS AND SIGNS (pp. 137-138)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	2	1	5	1	2
Appropriate	1	1	3	3	3
Useable	0	0	2	1	1
Clear	0	0	2	2	2
Manageable	0	0	1	1	1
Complete	0	0	0	0	1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is effective, stimulating and helpful.	11
NEGATIVE	
1. The lesson is unmanageable.	1

SUGGESTIONS

1. Role-playing can be used.	
2. Go see real traffic lights instead of using the worksheets.	1

PURPOSE: PRACTICE IN OBEYING A TRAFFIC LIGHT (pp. 139-140)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			1	0	3
Appropriate			1	1	2
Useable			0	0	1
Clear			0	1	1
Manageable			0	0	1
Complete			1	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The game is fun, reinforcing and helpful.	8
NEGATIVE	
1. The lesson is too easy.	1

SUGGESTIONS

1. Make "STOP" the appropriate shape.	2
2. Use the Scott Foresman Worksheet.	1
3. Discuss the street locations of the traffic signs.	1
4. Use the traffic signs in the school area as examples.	1

PURPOSE: SUMMARIZE ALL VITAL TRAFFIC RULES

PURPOSE: INTEGRATE, REVIEW AND REINFORCE DEPENDENCE ON RULES (pp. 141-142)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			0	1	6
Appropriate			0	1	3
Useable			1	1	1
Clear			1	3	1
Manageable			0	1	0
Complete			0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is appropriate and is good diagnostically.	4
2. The game is enjoyable.	2
3. The Purpose is good as a review.	1
NEGATIVE	
1. Some children cannot read the rules.	1
2. The game is unmanageable.	1
3. The theory behind the rules are hard to express.	1

SUGGESTIONS

1. Play the game two at a time.	1

PURPOSE: REINFORCE "RULES"

PURPOSE: HAVE CHILDREN INTERPRET RULES

PURPOSE: CULMINATE THE SEQUENCE ON RULES (pp. 143-144)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	2		4	1	3
Appropriate	1		0	3	4
Useable	0		2	1	2
Clear	0		1	1	3
Manageable	0		1	1	2
Complete	0		0	0	1

COMMENTS

POSITIVE	No. of Teachers
1. The song is good as a review and is successful.	4
2. The L. Arts Spkg. is fun and successful.	4
3. The Art section is successful.	3
4. The Teacher Information is enjoyable.	1
NEGATIVE	
1. The song is difficult to understand.	1
2. The L. Arts Spkg. is unstimulating.	1
3. I do not approve of illustrations depicting children disobeying rules.	1
4. No music teacher is available.	1
5. It is often impossible to determine what the child has drawn.	1
6. The contest is inappropriate because of the large ability range of the class.	1

SUGGESTIONS

	No. of Teachers
1. Invite the Safety Patrol to talk with the class.	1
2. Have the music teacher teach the song.	1

PURPOSE: SUMMARIZE REASONS FOR HAVING RULES (pp. 145-146)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0	0	3	0	1
Appropriate	1	0	1	0	2
Useable	-1	0	1	0	1
Clear	0	0	1	1	1
Manageable	0	0	1	0	1
Complete	0	0	1	0	1

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good as a review.	3
2. The filmstrip is good as an introduction and as a summary.	2
NEGATIVE	
1. The filmstrip is unavailable.	3

SUGGESTIONS

1. Additional materials suggested:	2
a. filmstrip: "I'm No Fool as a Pedestrian,"	1
b. filmstrip: "Safety on the Street."	1
2. Arrange a method for teachers to get the filmstrips.	1

VI: INTEGRATING ABSTRACTION: THE NEED FOR ASSISTANCE OF OTHER PEOPLE AND OF SOCIAL RULES

PURPOSE: REVIEW FACTS AND ABSTRACTIONS IN PHASES (pp. 147-148)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			4	0	3
Appropriate			3	1	2
Useable			3	1	2
Clear			2	1	1
Manageable			1	0	1
Complete			0	0	0

COMMENTS

POSITIVE	No. of Teachers
1. The Teacher Information is meaningful and useful.	4
2. The lesson is a good review.	3

NEGATIVE

None.

SUGGESTIONS

None.

PURPOSE: OPPORTUNITY FOR INTERPRETATION AND ASSESSMENT OF SOCIAL LEARNING CONTENT (pp. 149-158)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0	0	4	0	2
Appropriate	2	0	1	0	5
Useable	1	0	3	0	3
Clear	1	0	1	2	0
Manageable	0	0	0	0	0
Complete	0	0	1	0	4

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is interesting, understandable and conclusive.	11
2. The lesson is good review and is evocative.	7
3. The situations are understandable and good.	6
4. The lesson is successful.	5
5. The Teacher Information is good.	3
6. The role-playing is stimulating.	2
7. Situation 4 is good.	2
8. The Purpose is clear and necessary.	1
NEGATIVE	
1. In situation 3, the teacher should not leave the room.	2
2. Some children have difficulty grasping the idea of a playground outside of the school.	1
3. The lesson (situation 2) is too difficult.	1

SUGGESTIONS

	No. of Teachers
1. The situations are adaptable to role-playing.	1
2. Use a tape recorder to tape questions and answers.	1
3. Have the children tell a story about a time when they were lost.	1
4. Tape situation 2 on a tape recorder.	1
5. Tape situations 3, 4, 5 and 6 on a tape recorder.	1
6. Use the filmstrip: "Adventures in Healthland," Eyegate Series.	1
7. Discuss the children's own experience.	1

PURPOSE: OPPORTUNITY TO SHOW WHAT HAS BEEN LEARNED IN PHASE 3 (pp. 159-160)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	0	0	4	0	2
Appropriate	2	0	1	0	5
Useable	1	0	3	0	3
Clear	1	0	1	2	0
Manageable	0	0	0	0	0
Complete	0	0	1	0	4

COMMENTS

POSITIVE	No. of Teachers
1. The role-playing is enjoyable and good diagnostically.	5
2. The lesson is a good evaluation and is fun.	4
3. The Teacher Information, paragraph 2, is accurate and constructive.	1

NEGATIVE	No. of Teachers
None.	

SUGGESTIONS

1. Puppets can be utilized.	1

POST-EVALUATION OF SOCIAL KNOWLEDGE (p. 161)

COMMENTS

POSITIVE	No. of Teachers
1. This is appropriate, concise and complete.	2
NEGATIVE	
1. This is unnecessary.	1

SUGGESTIONS

None.

VII: RECORD CHART, RESOURCE MATERIALS AND INSTRUCTIONAL AIDS

POST-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART (p. 162)

COMMENTS

POSITIVE	No. of Teachers
1. The record chart is good diagnostically.	4
2. The observations are good.	2
3. The questions are usable and flexible.	2
4. Most of the class can answer these questions satisfactorily.	1
5. Most of the class improved in the differentiating behaviors.	1
6. It is important and helpful for the children to learn these behaviors.	1
7. These behaviors should be reviewed each year.	1
8. Some progress is made on pages 104 thru 126, (2A).	1

NEGATIVE	
1. This is too time consuming and difficult to grade.	3
2. The wording of the question, "What is a rule?", is poor.	1
3. "Mother and father" are given as pat answers to questions 2, 4, 7, 8, 9, 12 and 13.	1
4. The children can only answer the very concrete questions.	1
5. This is too difficult for my 6-to 8-year-olds.	1
6. The evaluations are subjective on the part of the teacher.	1

SUGGESTIONS

1. The chart should be a tear-out.	1

	No. of Teachers
2. The first statement should read, "Tell me three times when people need help."	1
3. The sixth question should read, "What kinds of things make you feel good or comfortable?"	1

RESOURCE MATERIALS (p. 164)

COMMENTS

POSITIVE	No. of Teachers
1. The resource materials are good.	2
2. Books 2 and 4 are good.	1
NEGATIVE	
1. The resource materials are too simple.	1
2. Many resource materials are unavailable.	1

SUGGESTIONS

1. More materials can be included.	6
2. Additional materials utilized:	6

a. filmstrips:
   "Working and Playing Together,"
   "Better Safe than Sorry,"
   "Safe and Sound at School,"
   "Keeping Safe and Healthy,"
   "A Good Citizen Obeys Rules and Laws,"
   "Safe and Sound along the Way."
b. records:
   "Manners Can Be Fun" and "Sing Songs of Safety."
c. music:
   The Music Hour, Silver Burdett Co., N. J. (p. 11, "Safety First").
d. books:
   Charlip, Remy. Mother, Mother I Feel Sick. Send for the Doctor, Quick, Quick, Quick. N. Y.: Parent's Magazine Press, 1966 (A picture book and shadow play)
   Guilfoile, Elizabeth. Have You Seen My Brother? Chicago: Follet Pub. Co., 1962. (The story of a

	No. of Teachers
little boy who is lost) Hitte, Kathryn. Lost and Found. New York: Abingdon-Cokesburg Press, 1951 Leaf, Munro. Safety Can Be Fun. New York: J. B. Lippincott Co., 1938 McIntire A., and Hill, W. Billy's Neighbors. Chicago: Follett Pub. Co., 1965. "Little Lost Boy," pp. 53-54	
3. More resource personnel can be used.	1
4. A list of the resource materials should be included in the individual sections.	1
5. Make resource materials available through a lending library.	1

INSTRUCTIONAL AIDS

COMMENTS

POSITIVE	No. of Teachers
1. The instructional aids are appropriate, helpful and well-organized.	12
2. The worksheets are enjoyable and well done	2
3. The pictures are meaningful.	2
4. The comments on the back of the worksheets are good.	1
5. Worksheets 12 and 13 are easy.	1
NEGATIVE	
1. The instructional aids, including some of the pictures, are too simple and unrealistic.	5
2. Worksheet 4 is confusing.	2
3. The children do not enjoy coloring small unrelated pictures.	1

SUGGESTIONS

1. A greater number and variety of instructional aids should be provided, e. g. visual aids, instructional aids with more reading, three dimensional materials.	6

		No. of Teachers
2.	The pictures should be in color in a spiral binding.	2
3.	A positive rather than a negative approach would be better with picture 5 and 6.	1
4.	The picture should be appropriate for ethnically diverse classes.	1
5.	Put the page number that the worksheets go with on the back of each worksheet.	
6.	On worksheet 3, the word "people" should be larger.	1
7.	The print on the instructional aids should be larger.	1
8.	The pictures should be larger.	1

VIII: OVERALL EVALUATION

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is stimulating.	26
2. The Phase is important and necessary.	13
3. This Phase is better than previous Phases.	6
4. The activities are varied.	4
5. The concrete activities and materials are helpful and appropriate.	3
6. The Teacher Information is practical.	3
7. The Phase helps in Language Arts.	2
8. The discussion circles are appropriate.	1
9. I would like to use this Phase again.	1
10. The role-playing is good.	1
11. The Phase is good for children 8-9 years old.	1
12. The discussions are thought provoking.	1
NEGATIVE	
1. The Phase is too easy, unmotivating and repetitive for children 9-13 years old.	11
2. The teachers do not have enough time to spend on the Phase.	9
3. This is too advanced for my primary class, ages 6-9.	4
4. The Preparation takes an excessive amount of time.	3
5. The Teacher Actions are too detailed.	2
6. The Phase is hard to evaluate.	1
7. There is too much Teacher Information.	1
8. The Phase is inappropriate for this particular school (Alaska).	1
9. The Materials are too easy.	1

	No. of Teachers
10. There is not enough guidance and instruction for the teacher.	1
11. Writing the experience charts is time consuming.	1

SUGGESTIONS

1. Suggestions made for materials and lesson areas:	6
a. have more resource materials,	1
b. have more reading charts,	1
c. use more visual aids,	1
d. include lessons on nature studies,	1
e. include more lessons on social studies,	1
f. include the topic of community helpers.	1
2. The Phase should be presented earlier in the school year.	4
3. Have an outline of skills (or content) to be taught.	2
4. Use materials familiar to the children rather than the prepared drawings.	1
5. Fewer questions should be asked.	1
6. Each Phase should be used longer before going onto the next.	1
7. This Phase is more suitable for teenage EMR's.	1

REACTION TO FORMAT

COMMENTS

POSITIVE	No. of Teachers
1. The format is clear, helpful.	35
2. The format is complete, relevant and well written.	17
3. The inductive approach is successful.	2
4. The manual is easy to handle and carry.	2
5. The evaluation charts are good.	1

	No. of Teachers
6. The Teacher Actions are comprehensive.	1
7. The black dot at the beginning of each procedure is good.	1

NEGATIVE

1. The Phase booklet is too bulky.	5
2. The format is unclear and repetitive.	4
3. The Phase booklet fell apart.	4
4. There is too much to read.	3
5. Ambiguity exists in several areas.	1
6. The Phase omits too much to be used exclusively.	1
7. The materials are unimaginative.	1
8. There are too many questions under Teacher Actions.	1

SUGGESTIONS

1. The Phase booklet should be a hardback looseleaf.	3
2. Have more music, arts and crafts and physical education.	2
3. The Phase should be in smaller units.	2
4. Print pictures and worksheets in a colorful workbook.	1
5. Use cartoon style drawing.	1
6. Include pages for the children's creative drawings.	1
7. The concepts need constant repetition and discussion.	1
8. Have children make booklets including worksheets and chart stories.	1
9. The items should be more sequential.	1
10. The teacher should be given more of an opportunity to be creative.	1
11. The format should be separated into subject areas.	1
12. Box in the sections as done in Phase B.	1
13. The pre- and post-evaluation form should be "tear out" sheets.	1
14. Each activity should be one complete lesson.	1

WAS THE PHASE HELPFUL?

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is helpful, adaptable, appropriate and successful.	37
2. The sequence of activities is logical.	11
3. The Phase covers all the situations regarding independence and is generally comprehensive.	4
4. The children learn to participate more in discussions.	3
5. The concepts are relevant, complete and new.	2
6. This Phase is good for 8-year-old EMR's.	1
7. The Materials are good.	1
NEGATIVE	
1. The Phase is not helpful or practical.	4
2. There is too much discussion.	1
3. The preparation for each lesson takes too much time.	1

SUGGESTIONS

1. The Phase would be more helpful in the fall.	1

WAS THE PHASE USABLE?

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is clear, adaptable and important.	32
2. The Phase draws on the children's experiences.	4
3. The instructional aids help in making the Phase more usable.	2

	No. of Teachers
4. The sections can be used as needed.	2
5. The Phase is well correlated with other subjects.	2

NEGATIVE

1. The Phase is too easy for my class.	4
2. The Phase is too time consuming and detailed.	4
3. Much of the Phase is not usable in Alaska.	1

SUGGESTIONS

1. This would be more appropriate at the beginning of the year.	1

WAS THE PHASE APPROPRIATE?

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is appropriate, necessary and enjoyable.	42
2. The Phase is motivating and has good continuity.	4
3. The Phase is appropriate for children ages 7-9.	1
4. The Phase is appropriate for children ages 10-12.	1

NEGATIVE

1. The Phase is too elementary.	8
2. The younger children are left out because they don't have the necessary abilities.	3
3. The spelling is too difficult.	1
4. This is not appropriate for children who do not get love from their parents.	1
5. The initiating suggestions are too easy.	1
6. The family concepts are not appropriate for children from broken homes.	1

SUGGESTIONS

	No. of Teachers
1. This would be more appropriate at the beginning of the term.	4
2. Concrete activities are more appropriate than symbolic activities, such as the writing exercises.	1

WAS THE PHASE CLEAR?

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is clear, well written and practical.	54
2. The repetition is necessary for teaching EMR children.	2
3. There is no professional nonsense to wade through.	1
4. The explanation of inductive reasoning is good.	1
5. The background information is good.	1
NEGATIVE	
1. The Phase is too detailed and too repetitious.	7
2. It is unclear what answers should be considered correct on the record charts.	1
3. It is ambiguous whether "clear" refers to the children or to the teacher.	1

SUGGESTIONS

1. The Preparation column should be more detailed.	1

WAS THE PHASE MANAGEABLE?

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is manageable, clear and well organized.	39
2. The Phase is motivating, flexible and interesting.	6
3. The materials are easily obtainable.	1
4. The vocabulary is usable.	1
5. The Phase is easily correlated with other subjects.	1
NEGATIVE	
1. The Phase is not manageable and is too detailed.	4
2. I would have liked to spend more time on the Phase.	4
3. The evaluation booklet is not manageable.	2
4. The class objects to so much drawing.	1

SUGGESTIONS

1. Include a reader correlated with this Phase.	1

WAS THE PHASE WELL ORGANIZED?

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is well organized and easy to follow.	40
2. The Phase is good for building skills and making transitions.	6
3. The Phase is well developed, e.g. it goes from practical situations to discussions to language arts experiences.	2
4. The lesson can be used as needed.	2
5. The record charts are convenient.	1
6. Page 5 is good.	1

	No. of Teachers
7. The entire existence of the child is included.	1
8. The discussions are good.	1

NEGATIVE

1. The Phase is too detailed.	2
2. An excessive amount of teacher prepared materials is required.	1

SUGGESTIONS

1. Inform the teacher in advance that dittos will be needed so that the ditto machine can be reserved.	1
2. The sections on rules should be taught at the beginning of the year.	1

WAS THE PHASE COMPLETE AND/OR REDUNDANT?

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is complete (but not redundant).	22
2. The repetitions are necessary.	5

NEGATIVE

1. Some parts are overcomplete.	7
2. The rule categories are redundant.	2
3. The evaluation is redundant.	2
4. These pages are repetitious: 28, 30-32, 38, 48, 56, 62.	2
5. Too much emphasis is placed on traffic rules for a rural area.	1
6. The Phase is limited in music and science.	1
7. "Assistance" and "aid" are overlapping concepts.	1

	No. of Teachers
8. The chart stories are overdone.	1

SUGGESTIONS

1. The repetitions can be dealt with appropriately by a flexible teacher.	5
2. Have a lesson on summer safety.	2
3. Include commercial wall charts.	1
4. Have more emphasis on authority and rules.	1
5. Have a lesson on safety at home and at play.	1
6. Teach giving aid to others when appropriate.	1
7. Include a section on cafeteria and playground rules.	1
8. Include a lesson on bus rules.	1

TWO WEAKEST DIFFERENTIATIONS

COMMENTS

	No. of Teachers
1. IC: Comfort is provided by others.	10
2. None.	8
3. IB: Protection is provided by others.	7
4. ID: Authority is provided by others.	5
5. IE: Assistance is provided by others.	5
6. 2B: School rules help us to get along together.	5
7. 2C: Traffic rules help us on the way to and from school.	5
8. What kinds of things make you feel good?	3
9. Needing help from other people.	2

	No. of Teachers
10. Classroom rules.	2
11. 2A: Classroom rules help us to exist harmoniously.	1
12. The audiovisual suggestions.	1
13. Wording of questions in assessment and post-evaluation.	1
14. This question is unclear.	1
15. Not enough suggestions for using library book stories.	1
16. Bulk and detail of the materials.	1
17. The arithmetic is too easy.	1
18. Not differentiating between physical and psychological comfort when using the term "comfort."	1
19. "When might you need help in doing something."	1
20. The questions are too obvious.	1

TWO STRONGEST DIFFERENTIATIONS

COMMENTS

	No. of Teachers
1. 1A: Aid is provided by others.	13
2. 1C: Comfort is provided by others.	7
3. 1E: Assistance is provided by others.	7
4. 2C: Traffic rules help us on the way to and from school.	7
5. 2A: Classroom rules help us to exist harmoniously.	6
6. 1D: Authority is provided by others.	5
7. Classroom and school rules.	5
8. 1B: Protection is provided by others.	4
9. All.	2

		No. of Teachers
10.	People provide many things we need to live happily.	1
11.	The basic needs.	1
12.	Respect for authority.	1
13.	This question is unclear.	1
14.	Traffic and safety.	1
15.	Dependence.	1
16.	"Why do we have rules?"	1
17.	"Who takes care of you?"	1
18.	Differentiating Abstraction 1.	1
19.	Integrating Abstraction.	1

WHAT DO YOU LIKE LEAST ABOUT THE PHASE?

COMMENTS

		No. of Teachers
1.	Art work is overemphasized.	6
2.	Nothing.	6
3.	Evaluation format is too lengthy.	5
4.	The pictures are too small and unrealistic.	4
5.	There is not enough time to teach three Phases in one year.	4
6.	The Teacher Information is redundant and obvious.	2
7.	The Phase is too easy.	1
8.	Too much discussion and too little action is included.	2
9.	There is too much detail and excessive reading for the teacher.	2

		No. of Teachers
10.	Some of the Phase is appropriate for the fall.	2
11.	The worksheets are too small.	2
12.	Suggesting that the child attempt to drive a car.	2
13.	The role-playing activities.	2
14.	The sections on comfort.	1
15.	Examples of poor behavior are fun to the children rather than being appropriate.	1
16.	The master sheets should have been made up.	1
17.	The music is too easy.	1
18.	Too many teacher-prepared materials are required.	1
19.	There is too much language arts.	1
20.	The Phase is inflexible.	1
21.	The content is too limited.	1
22.	It is geared toward urban students.	1
23.	The pictures of unhappy children included in the Phase.	1
24.	Stories about frightening incidents.	1
25.	The Teacher Actions.	1
26.	The visual aids.	1
27.	The academic work.	1
28.	The format of the Phase.	1
29.	The Pre-Evaluation of Social Knowledge Record Chart.	1

WHAT DO YOU LIKE BEST ABOUT THE PHASE?

COMMENTS

		No. of Teachers
1.	The well-organized and complete format.	8
2.	The instructional aids.	6
3.	The role-playing and skits.	5
4.	The worksheets.	4
5.	The variety.	1
6.	The content.	4
7.	The emphasis on common everyday concepts and experiences.	4
8.	The Teacher Actions.	4
9.	The Phase was practical and adaptable.	3
10.	The situational stories.	2
11.	The activities.	2
12.	The entire Phase.	2
13.	The group discussions.	2
14.	The well-defined purposes.	2
15.	The Teacher Information.	2
16.	The thought-provoking and clear questions.	2
17.	The emphasis on cooperation.	1
18.	The Integrating Abstractions.	1
19.	The record charts.	1
20.	The Pre-Evaluation of Social Knowledge.	1
21.	The instructions on the back of the worksheets.	1
22.	The art.	1
23.	The place to make notes.	1
24.	The reading charts.	1
25.	The unit on safety.	1

	No. of Teachers
26. The discussion circle.	1
27. The rationale.	1
28. The expectations.	1
29. The poetry.	1
30. The detail.	1
31. The psychological explanations.	1
32. The sequential and complete lesson plans.	1
33. The materials.	1
34. The inductive teaching approach.	1
35. The children are learning to think for themselves.	1

SUGGESTIONS FOR IMPROVING THE PHASE

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is good as it is.	5
NEGATIVE	
1. The evaluation procedure is poor and the booklet is bulky.	2
2. Some children cannot do original art work.	1
3. Some children cannot write.	1
4. I feel I have to rush.	1
5. The stories are too easy.	1
6. The Phase is not motivating enough.	1
7. There are too many insignificant detailed instructions.	1

SUGGESTIONS

		No. of Teachers
1.	Use more realistic and visual worksheets and pictures.	4
2.	Simplify the Teacher Actions.	3
3.	Use everyday experiences whenever possible.	2
4.	Have the pictures and worksheets on master ditto sheets.	2
5.	Have more arts and crafts.	2
6.	Include activities to meet the needs of older pupils.	2
7.	Make good behavior seem more attractive.	1
8.	Have less reading necessary before instruction.	1
9.	Have this Phase come first.	1
10.	"We depend on others to make us feel good" should be more complete.	1
11.	Use multi-ethnic worksheets.	1
12.	Have more music.	1
13.	Make the Phase more adaptable for local teachers.	1
14.	Have more arithmetic.	1
15.	Have more spelling activities.	1
16.	Exclude some of the vocabulary.	1
17.	Include a bibliography of related books, poems and films.	1
18.	The Phase should be in outline form.	1
19.	Write the Phase on a higher level.	1
20.	Include simple reading materials.	1
21.	Do not list materials.	1
22.	Use more filmstrips and books.	1
23.	Begin each Purpose on a new page.	1

HOURS IT TOOK TO TEACH THE PHASE

		No. of Teachers
1.	Under 8	1
2.	8 - 9	1
3.	10 - 14	4
4.	15 - 19	6
5.	20 - 24	4
6.	25 - 29	2
7.	30 - 34	7
8.	35 - 39	3
9.	40 - 59	5
10.	60 - 99	2
11.	100 or more	2

WEEKS IT TOOK TO TEACH THIS PHASE

		No. of Teachers
1.	1 - 2	0
2.	3 - 5	3
3.	6 - 8	16
4.	9 - 11	12
5.	12 - 14	10
6.	15 or more	6

EVALUATION PROCEDURE - MANAGEABLE

COMMENTS

POSITIVE	No. of Teachers
1. The evaluation procedure is manageable and well organized.	13
2. This evaluation is easier than previous Phases.	4
3. The charts are good.	1
NEGATIVE	
1. The evaluation procedure is unmanageable, tedious and time consuming.	23
2. A separate booklet is difficult to use and handle.	4
3. The check system is confusing.	1
4. Too much essay writing is involved.	1

SUGGESTIONS

1. Have the evaluation page follow each lesson.	1
2. Number the pages in the booklet to correspond to the pages in the Phase book.	1
3. Use check lists for the evaluation.	1

EVALUATION PROCEDURE - COMPLETENESS

COMMENTS

POSITIVE	No. of Teachers
1. The evaluation is complete and allows for initiative.	34

NEGATIVE	No. of Teachers
1. The evaluation is too complete and time consuming with too many breakdowns.	11
2. There is some feedback missing.	1
3. This question is unclear.	1

SUGGESTIONS

None.

EVALUATION PROCEDURE - CLARITY

COMMENTS

POSITIVE	No. of Teachers
1. The evaluation procedures and questions are clear.	29
2. The matrices and specific ratings are good.	1
3. The instructions and sample evaluation sheets are clear.	1

NEGATIVE	
1. The evaluation procedures and questions are not clear, are too detailed and overlapping.	8
2. The check system is unclear.	2
3. The record chart is unclear.	2
4. The two questions about "differentiations" are unclear.	2
5. It is unclear if the evaluation booklet is supposed to correspond to the Phase booklet page by page.	1

SUGGESTIONS

1. Explanations are not necessary for all answers.	2
2. Have a rating which is midway between strong agreement and neutral.	2

EVALUATION PROCEDURE - OVERCOMPLETE

COMMENTS

POSITIVE	No. of Teachers
1. The evaluation is not redundant.	11
2. The teacher is left with the freedom to evaluate where it is necessary.	2
NEGATIVE	
1. The evaluation is redundant.	18
2. The rating adjectives: Helpful, Appropriate, Useable, etc., are redundant.	3
3. It is not necessary to evaluate each page.	2
4. Resource materials and instructional aids are evaluated on page 4 and in the teaching procedures.	1
5. The rating boxes are unnecessary.	1
6. I felt guilty about not using more pages.	1

SUGGESTIONS

1. Have pages grouped together for evaluation.	1

EVALUATION - IS INFORMATION WE ARE ASKING NOT AVAILABLE TO THE TEACHER

COMMENTS

POSITIVE	No. of Teachers
1. The information is available.	39
NEGATIVE	
1. I do not understand this question.	2
2. In making judgments, we have to be subjective rather than scientific.	1

	No. of Teachers
3. More time is needed for making observations for the Post-Evaluation Record Sheet.	1
4. Some of the resource material is not available.	1

SUGGESTIONS

None.

IMPROVEMENTS OF THE EVALUATION BOOKLET

COMMENTS

POSITIVE

None.

NEGATIVE

	No. of Teachers
1. The evaluation procedure is unclear, too complex and too time consuming.	5

SUGGESTIONS

	No. of Teachers
1. Have a shorter evaluation booklet.	17
2. Have an easy checklist attached to the Phase itself and use fewer dimensions.	5
3. Have evaluation attached to Phase booklet.	5
4. State where resource materials can be obtained.	2
5. Have an overall evaluation only.	2
6. Have the booklet proceed from front to back rather than back to front.	2
7. Number the pages in the evaluation booklet.	1
8. Have questions for those who were unable to adapt their Phase to their group.	1
9. Include spaces to keep a tally of time spent in teaching the Phase.	1

		No. of Teachers
10.	The booklets should be hardcover looseleaf notebooks.	1
11.	Divide the evaluation booklet into a section for each differentiating abstraction.	1

IX FINAL REMARKS

Field-test teachers reacted very favorably to Phase 3. The Introductory sections received praise from teachers with the exception of the Assessment of Readiness Knowledge Chart and the Pre-Evaluation of Social Knowledge. Although the negative comments concerning these sections were widely distributed, it appears that they fall into two general groupings: 1) the need for greater clarity and specificity in the terms used and the questions asked, and 2) portions of the Assessment of Readiness Knowledge Chart do not appear applicable to Eskimo children due to cross-cultural differences.

Reaction to the Teaching Procedures was highly favorable. Quantitative ratings were summated. All positive ratings received a score of 1 and all negative ratings were given a score of -1. The addition of these ratings had the effect of producing a difference score between summated positive and negative ratings. These scores appear in Table 2. The overall score was 1,510 in the positive direction.

TABLE 2

SUMMATED SCORES (POSITIVE LESS NEGATIVE)

	Materials	Preparation	Teacher Information	Purpose	Teacher Actions	Totals
Helpful	106	25	144	67	189	531
Appropriate	88	23	52	92	133	388
Useable	11	6	34	33	144	228
Clear	12	10	38	55	89	204
Manageable	20	4	18	14	54	110
Complete	3	2	11	6	27	49
	240	70	297	267	636	1,510

Teacher Actions was the strongest area of the Phase with an overall positive rating of 636. Preparation was, relatively, the weakest area with a positive score of 70. The evaluative dimensions on which the Phase received its highest ratings were:: Helpful and Appropriate. The lowest score was on the Completeness dimension which received a positive score of 49.

Examination of scores within each aspect of the Teaching Procedures, e.g. Materials, Preparation, etc., reveal some areas in need of imporvement. Materials received relatively low scores on the dimensions Useable, Clear and Complete. Preparation received relatively low scores on the dimensions: Useable, Manageable and Complete. The meaning of these quantitative scores become clear when the qualitative comments are examined below.

Before concluding the examination of quantitative scores, it should be noted that Phase 3 evaluation results answer some questions raised in the evaluation of Phase 2. The Phase 2 evaluation noted that although Teacher Actions received the lowest score, the results may have been influenced by an artifact in the measurement instrument since scores decreased systematically from Materials through Teacher Actions. No such trend appears in the present data. Therefore, the trend in the data from Phase 2 probably relates to the Phase rather than the evaluation instrument.

Teachers' qualitative evaluations of Phase 3 reveal consistent attitudes towards some types of activities, irrespective of the particular content.

Stories, story completion, game, role-playing and poems were successful in stimulating the children and reinforcing concepts wherever they occurred in the Phase. These activities are probably responsible to a large degree for the success of the Teacher Actions, particularly along the dimensions Helpful, Appropriate and Useable. Activities which faired less well in the qualitative comments were:

1. Art activities were evaluated as repetitive, boring or too difficult by some teachers.
2. Spelling activities were evaluated as too difficult by some teachers.
3. Physical Education was evaluated as unnecessary and inappropriate by some teachers.
4. There was some question as to the applicability of some activities to Alaskan Eskimo children (e.g. Eskimo children are allowed to fight after school, Eskimo children do not get lost, etc.).

Worksheets and stimulus pictures were generally stimulating and successful, although teachers complained about the small size of some pictures (e.g. the lack of detail and completeness in some stimulus pictures such as the absence of teeth and a hand in Picture 1), and vagueness and difficulty of the worksheets. These evaluations are congruent with the quantitative ratings in which the Materials column scored high on the dimensions Helpful and Appropriate, but low on Useable, Clear and Complete.

Qualitative evaluations of the Preparation column revealed that some teachers found it difficult and time consuming. Other teachers commented that ditto masters should be included in the Phase booklet.

Qualitative comments in the Overall Evaluation reveal that teachers felt that the Phase was stimulating, helpful, appropriate, useful, and clear. However, there was some feeling that the Phase was too long, repetitive and detailed. This may account to some extent for the low score on completeness in the quantitative ratings. Other possible reasons include:

1. Teachers may not have considered the fact that Phase 3 is only a small part of the Social Learning Curriculum, and
2. Many of the teachers' suggested that additional worksheets, stimulus pictures and films be added to the Phase.

Phase 2 was also perceived as relatively incomplete by teachers. If this trend continues, the issue of Phase completeness should be explored further with additional evaluative instruments.